Research Proposal of the Thesis Entitled

An Empirical Study on factor Influencing Job Satisfaction of Faculty Members of Higher Educational Institutes of Gujarat.

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By

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Introduction:

One of the most significant and respectable professions, teaching is essential to the advancement of societies. Teachers support students' acquisition of knowledge and information for personal growth and assume accountability for advancing the country's development. Therefore, according to Ahsan N. and Abdulla Z., teachers are regarded as the cornerstones of society. Every teacher needs to feel valued, secure, independent, and open to new experiences. If teachers' demands are not satisfied, there will be more unrest and discontent among them, which is bad for both instructors and pupils. In the absence of sincere, competent, and professionally aware instructors, even the best educational system may fall short of the anticipated results, according to the Indian Education Commission (1964–1966).

Although job satisfaction is an attitude, it's important to distinguish between the affect (or emotion), beliefs, and behaviors that are the subjects of cognitive evaluation (Weiss, H. M. 2002). It was described as 'the feelings the worker feels about his job' by Smith and Kendall (1969). "The pleasurable emotional state resulting from the appraisal of one's job achieving or facilitating one's values" is how Locke (1969) described overall job satisfaction. Furthermore, he asserted that "a person's perception of what a job offered and what they wanted from it determined how satisfied they were with their job." 'The psychological disposition of people towards their work and this involves a collection of numerous attitudes or sentiments' is how Schultz (1982) described job satisfaction. Here An attitude that results from balancing and adding up a variety of particular likes and dislikes, as well as experience (i.e., the work itself, working conditions, administration, personal consideration, and general factors) related to the teaching profession, is known as job satisfaction.

Motivation Theory: Content Theory

One of the most significant theories of motivation is content theory. It addresses "What" inspires people to work hard at their jobs. The first theories of motivation or later modifications of earlier theories are

typically the content theories. Content theories define our "needs" and explain how motivation relates to meeting these needs.

The four key theories of motivation under content theory are as follows.

1. The Needs Hierarchy Theory by Abraham Maslow
2. Frederick Herzberg's hypothesis of two factors
3. The theories of Douglas McGregor, Theory X and Y
4. Alderfer's idea of ERGsMaslow's Hierarchy of Needs theory is best for explaining teacher's job satisfaction. Short attempt has been made to discuss the theory.

- **Abraham Maslow's The Needs Hierarchy Theory**

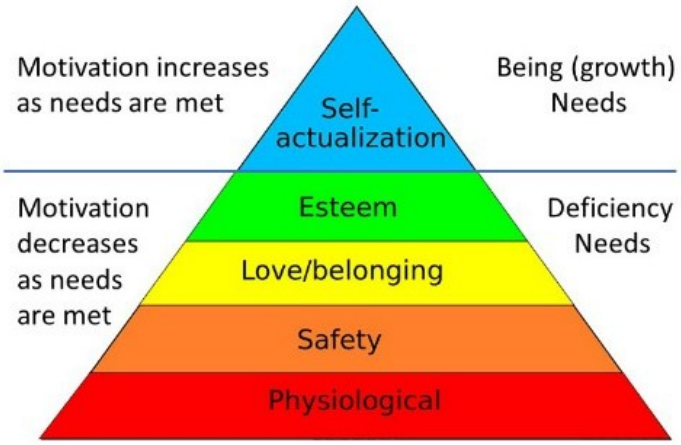
Psychologist Abraham Maslow created the Hierarchy of Needs paradigm in the 1940s and 1950s. Currently, this idea is still applicable for comprehending human motivation, management training, and personal growth. He proposed a hierarchy of needs theory that emphasizes employers' responsibilities to provide a work environment that fosters and empowers individuals to achieve their own potential.

Deficiency needs Vs. Growth needs

The five-stage model can be categorized into deficiency needs and growth needs. At a lower level of need, deficiency is considered & growth need is considered at the top level of need. Needs & requirements, which are not achieved & met due to the lack of insufficient resources. The motivational drive to achieve such needs will be high if, for a longer period, these mentioned needs remain unachievable.

According to Abraham Maslow (1943), he suggested & proposed that every person must satisfy their lower-level needs before moving towards the higher order of growth needs. Therefore, he further stated that fulfilment or achievement on the level of need would lead to another higher level of need achievement. If the lacking needs are sufficiently achieved or fulfilled, it will turn individual focus

towards achieving another unachieved need. These needs are then placed under the priority of an individual. Once growth demands are fulfilled, they may continue and even intensify.



Maslow stated that development needs among individuals do not arise out of a lack of resources but because of how much one wants to improve himself or herself. So, he said that self-actualization the topmost level of need is possible to achieve after meeting other lower levels of need like esteem needs.

Every individual has the ability and motivation to progress up the hierarchy towards self-actualization. Progress is usually restricted if the basic needs of an individual are not achieved. The ladder of achievement related to different needs may go up or may be go down due to different factors in the context to life like divorce, loss of job, family issues etc. As such, people may not move up the hierarchy in a strictly linear fashion but rather move between different kinds of criteria.

Maslow's Need Hierarchy Theory:

Different classifications of needs

1. Physiological needs are important for the survival of the human being. Such basic needs are food, water, shelter, sleep, clothes etc. If such needs are not achieved sufficiently then it will disturb the human body functioning. Therefore, that is why Maslow firmly stated that such needs are the most important needs as compared to other needs.

2. The second category of need is safety, which includes protection from problems due to external elements like security, compliance with laws, stability in the job, and a terror-free environment.

3. The third category of needs love and belongingness represents an emotional connection with other individuals. Individual behaviour is also motivated due to the social connections they maintain with other people in their surroundings to name a few are relationships at the interpersonal level through friendship, trust & acceptance. People start sharing support & love. It is highly affected by connections, which individuals develop in a group, be it primary or secondary like family, friends or colleagues.

4. The other fourth higher level of need defined by Maslow is self-esteem. Self-esteem includes autonomy, achievement, independence & dignity. It also includes respect & reputation people enjoy among their circle to correlate with their status and prestige.

5. The fifth top category of leave is self-actualization defined by the researcher, which includes the realisation of individual potential in the direction to achieve personal growth. The aspiration to fully realize one's potential (Maslow, 1987, p. 64).

Self-actualization
desire to become the most that one can be
Esteem
respect, self-esteem, status, recognition, strength, freedom
Love and belonging
friendship, intimacy, family, sense of connection
Safety needs
personal security, employment, resources, health, property
Physiological needs
air, water, food, shelter, sleep, clothing, reproduction

Significance of Study:

This study on Job Satisfaction among faculty members at private and public higher education institutions aims to explore the elements contributing to employee satisfaction. This will also aid me in comprehending the disparity and contentment between the public and private sectors. This study

will aid in comprehending gender-specific satisfaction levels and can be utilized to meet employee wants and enhance motivation from the employer's perspective.

Literature Review:

- At his 2018 essay "Better Satisfaction for Better Performance: A Study between Public and Private University Teachers of Bangladesh," Hossen, M.M. highlighted that many teachers at public and private universities in Bangladesh are underpaid, which impacts their teaching quality and social standing. He also determined that employment security equates to job satisfaction. The study revealed that respondents from both public and private universities expressed satisfaction in certain areas such as interpersonal skills and student behavior, but dissatisfaction in other areas including salaries, job security, university facilities, modern equipment, freedom, prestige, and research facilities.
- In her 2018 paper, Siddiqui M.O concluded that the study identified several independent factors affecting faculty job satisfaction, such as promotion policy, pay system, research opportunities, professional development, and assistance in publishing research. The mentioned variables for example loyalty, satisfaction in the job, retention & dedication towards work are highly affected by different independent factors. Few variables, which are independent in nature like satisfaction from work, have a significant influence on dependent variables but do not affect variables like salary. To make the teaching learning effectively, teachers should be content as per their profession. Student engagement will also increase if they are satisfied with their teachers & institution.
- According to Gagandeep D.S in his article "Quality of Work Life: Comparative Study of University Teachers" Factor analysis applied to responses from public and private sector teachers uncovers 12 dimensions. 12 factors accounted for 62.35% of the variance among public sector universities professors, while private sector university teachers had 71.13% of the variance explained by the same number of factors. In private universities, teaching staff relates the traits like quality of work life by results which is not indicated by public sector universities

There are certain common features in both public & private universities such as happiness in jobs, self-esteem and the recognition of direction to progress in a career. All were identified as the first, second and sixth components in a covered study.

The contribution of factors is different depending upon the independent factors. For example, factor number 8 in public universities explains the 4,48% variance over the workload other than the teaching.

Another factor number 5 explains 6.32% of the variance in private university teaching staff. The 9th factor explaining the variance of 4,64 & 4.78 variance is factor 10 by private sector teaching staff.

Public-sector university teachers prioritize employee loyalty and progress as the third most important component with a variance of 6.37%, whilst private-sector teachers rank it as the fourth factor with a variance of 6.032%. Public sector teachers ranked critical factors as the 12th factor with 4.205% variance, whereas private sector teachers ranked it as the 9th factor with 4.787% variance. Organizational satisfaction is a significant factor at the 10th level with 4.309% variance in the public sector and at the 12th level with 4.156% variance. Private university professors are greatly influenced by factors including workload, rationality, critical aspects, and organizational satisfaction. Comparing two samples shows that the factors identified by university teachers from both public and private institutions are similar in nature. However, private university teachers perceive a higher workload beyond teaching and critical factors. They also believe there are more growth opportunities in the private sector university.

- Noreen Karim R.A's study, "Determinants of Job Satisfaction in Schools of Agha Khan Education Board, Karachi," is significant for its examination of factors influencing the job satisfaction of teaching staff in Agha Khan Education Board schools in Karachi. The aim as per the study was to test the impact of different factors on the job satisfaction of teachers. The study revealed that out of 5 determinants, only salary & benefits, performance appraisals & working conditions reflect positive and significant effects on the teacher's happiness in their jobs. Whereas training & development along with work-life balance showed almost negligible

The Agha Khan Schools are popularly known for their work environment & competitive pay. Performance evaluation based on equity may help the employee in feeling good about themselves, due to which they can easily achieve their goals & get the rewards against their hard work. There is a scope always to improve as per all the 5 criteria irrespective of their declaration as weak or good.

- Ahmed Dahlan Ibrahim K.A. noted in his study that the use of training knowledge in teacher's services in Singapore affects relationship satisfaction and job pleasure, emphasizing the importance of acknowledgement and progress. Two factors recognition & progress are strongly connected to compensation, emotions & motivation of teachers. This can be used as a strategy and method by educational institutions to better deal with highly driven individual demands.

  To improve service quality, the organisation wants their teachers to sustain high motivation via effective & frequent training sessions or programs.

  In addition, they have taken salary and promotion of employees as the most important criteria to increase the satisfaction and motivation of their teachers.

  The above study also indicated that to increase the productivity of industrial workers money is undoubtedly the main motivating factor. Incentive-based compensation plans and schemes can influence the employee's performance, satisfaction and commitment as money is treated as an important factor in increasing stability, power, status, achievement & victory of employees' success rate.

- Sabihasevnic Altas1 K.A concluded in his publication "The Effects of Organizational Assurance, Affective Commitment and Job Satisfaction on Individual Job Performances of Preschool Teachers" that This study examined the correlation between preschool instructors' emotional dedication, job happiness, and confidence in the management and the organization. The research findings demonstrate that affective commitment, job happiness, certainty in the boss, and the organization have a significant and favourable impact on individual job performance. The results are consistent with findings from comparable studies in the literature (Büte, 2011). In his study, it is stated that a manager's confidence affects the productivity of an

employee at the workplace. Faith reflected by the preschool teachers among their supervisors is high which affects their better performance at their jobs individually.

Noteworthy findings have been shown based on the association concerning research between job performance & organisational certainty. Studies stated the association between job satisfaction and performance; it discloses that employees who are happy in their job roles perform better their job based on empirical correlation and regression. To test the impact of organisational commitment on the work of individual performance, statistical tests gave results reflecting a positive influence on job performance.

In 2001, one of the research conducted in North America by the researcher Meyer & his colleagues stated that there is a significant effect of affective commitment on the job performance of employees.

Factors, which ultimately improve performance in jobs, should be given priority by leaders to managerial actions as they increase emotional commitment, satisfaction in jobs and certainty in the organisation.

- According to Alam Zeb and W.J's study on the reward and recognition priorities of public sector universities' teachers for motivation and job satisfaction, university faculty prefer working in an environment that offers employee recognition, promotions, a relaxed and peaceful working atmosphere, and engaging work content. The study found that compensation and the relationship with the department head have a moderate correlation with teachers' motivation and job satisfaction.

- University teachers are motivated by verbal and written praise, certificates, and material gifts. They value acknowledgment in the presence of the workforce and community, as well as being considered for promotions due to their beneficial impact. Teachers want a calm and serene setting to focus on their academic and research tasks. There is an increasing awareness that university professors are often assigned new tasks and obligations. They continue to engage in learning and development. This is crucial for their career in education.

- The study found that several internal considerations, such as salary and the quality of the relationship with their supervisor, drive university lecturers to choose a specific path of action. People and companies are interdependent since individuals require pay and a positive work environment, while organizations rely on energy and talent. University teachers might be motivated by recognition, promotions, a relaxed and tranquil working environment, and engaging job content. There is a requirement for competitive compensation and positive relationships between teachers and department heads. This will foster a strong connection between teachers and the university, leading to favorable outcomes.
- Roy Mathew, D.S. conducted an empirical study on the association between job satisfaction and performance of teachers in unaided management institutions in Bengaluru. There is a reasonable level of work satisfaction and performance among the teachers. Teacher performance can be enhanced by ensuring their satisfaction. There is a positive correlation between job happiness and performance of teachers. Ensure their contentment and satisfaction by implementing appropriate actions. The institution's culture should foster an environment where teachers are recognized and valued by their peers for their impactful teaching.

- Bhavna R Shetty, D.R concluded in her journal that in today's knowledge economy, salary is a secondary, not primary, factor influencing job satisfaction among faculty in management institutes of Nashik District affiliated with the University of Pune. Consistent with a study by Fuhrmann (2006), money is a significant element at all levels, but it is not sufficient to enhance the motivation of every employee. Intangible factors such as growth and development, acknowledgment, and feedback are key motivators that inspire workers to perform efficiently. Salary does not necessarily guarantee sufficient acknowledgment or lead to satisfaction (Nienhuis, 1994). Research indicates that the perceived fairness of compensation might have a greater impact on commitment and satisfaction than the actual amount of pay (Mowday, 1982). The primary reasons for the biggest discontent were the absence of professional growth opportunities, insufficient time allocated for research activities, and lack of assistance. In

today's rapidly evolving market, faculty members are actively seeking professional growth and development to enhance their chances of securing higher positions in the future. Since the majority of respondents were working on a contractual basis, the promise of a permanent position and job security could offset the lower salary.

- T. Unnamalai concluded in his journal "A Study on Factors Influencing Job Satisfaction of Faculty Members (With Special Reference to Arts & Science Colleges in Tiruchirapalli)" that higher education is considered the most important tool for improving one's social status.

  Enhancement & contribution to personal growth & socio-economic advancement of individuals. It speeds & fosters the nation's comprehensive development. One of the attractions for students to enrol in higher education is content faculty members as they are excellent in their work & serve as extraordinary figures for the younger generation.

  As per the study, they are ranked as the third largest educational system globally, where 25% of students go for their higher study. In the top 100 global rank, no institute is placed.

  As per the above study, 60% of members of teaching staff are employed in programs like self-financing and getting lower salaries. As salaries are considered, the key factor that impacts the happiness in job among teachers. Some other elements that influence employment satisfaction are mainly salary, promotion of employees, work environment & transactions at interpersonal levels. Another characteristic which is considered as the most important ones is wage and the work environment. The ranking for a wage is first and second is work environment.

  In 1980, some self-sustaining organisations were founded which were unable to offer high compensation. It was understood that to improve the professor's performance government funding will work & it will affect their student's life. Therefore, that is the reason the main objective for management institutes has become to better happiness of faculty at their job, which will result as a benefit for educators for future India.

Research Objective for the proposed study:

1. To investigate the job satisfaction among teachers of higher Education in both the Public & Private sectors.
2. To identify the level of job satisfaction among Male & Female teachers in higher Education institutes.
3. To analyse the job satisfaction of higher Education among teachers of UG & PG.
4. To study the different factors affecting job satisfaction among teachers in higher educational institutes.

Hypothesis:

1. H1- Individual Factors has positive effect on Job Satisfaction of Teachers Teaching in UG program.
2. H2 - Individual Factors has positive effect on Job Satisfaction of Teachers Teaching in PG program
3. H3-Organisational Factors has positive effect in Job Satisfaction of Teachers Teaching in UG program.
4. H4 - Organizational Factors has positive effect in Job Satisfaction of Teachers Teaching in PG program.
5. H5- Job Related Factors has positive effect on Job Satisfaction of Teachers Teaching in UG program.
6. H6 - Job Related Factors has positive effect on Job Satisfaction of Teachers Teaching in PG program.
7. H7- Motivational Factors has positive effect on Job Satisfaction of Teachers Teaching in UG program.
8. H8 - Motivational Factors has positive effect on Job Satisfaction of Teachers Teaching in UG program.

Research Methodology:

Data sources include both primary and secondary for the proposed study-

1. A structured questionnaire will be used as the primary source for data collection based on the objectives of the study. To complete the same faculty members from different universities in private & public sectors and colleges at different levels in academics. Formal interactions in the form of interviews will be conducted with such respondents in future.
2. Books, research publications, projects journals websites emphasising the proposed theme will be collected as secondary sources.

Scope of the Study:

Scope of the proposed study is mentioned below-

1. The study will be concentrating the higher educational institutions of Gujarat state. It includes colleges, universities, institutions in research & other educational institutions.

2. to collect the personal information of employees working in the higher educational establishments in the Gujarat, will includes staff (teaching & administrative) and other employees.

3. the proposed study will also be utilized for quantitative research approaches used for the collection of data & its analysis.

Structural data collection through a questionnaire would be provided to represent a sample of staff & teachers of higher educational institutions in Gujarat. Regression and factor analysis would be performed under statistical methods to identify job satisfaction determinants & their interconnections with other different factors.

Limitations of the Study:

Certain limitations have been identified on the study's scope, as the proposed study will be relying upon data, which is self-reported. It cannot make responsible every person for factors affecting satisfaction in a job where it cannot be applied outside the geographical boundaries of the higher education sector in Gujarat.

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